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ABSTRACT

This book describes the important theoretical ideas of critical pedagogy and explains how to put strategies consistent with them into practice. Chapter 1 explores Ivan Illich's Deschooling Society (1970) and his work highlighting ways in which institutions and conventional approaches to education are failing ordinary men and women. In contrast, chapter 2 proposes that educators have too little authority rather than too much and their influence is being eroded by a process that deskills their work. Chapter 3 examines the prison experience to learn what it can tell about schooling, learning processes, and mechanisms of social control "on the outside." Chapter 4 considers how those committed to a critical pedagogy can be realistically involved in enlarging the sites within institutions where genuine, noncoercive dialogue and reasonable opposition to oppressive bureaucratic controls can emerge. Chapter 5 addresses work in a generic sense and in its particular forms in modern society. Chapter 6 reflects on lifelong learning and education. Chapter 7 is about education for participatory democracy, as exemplified in popular education, Freire's pedagogy, and participatory research; it explains how to make these approaches more relevant in contemporary institutional settings. Chapter 8 attempts to put the critical discourse of chapter 7 within an international context. (Contains 131 references and an index.) (YLB)

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